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AUTHOR Ayala, Armando; Vatsula, John
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ABSTRACT

Evaluation of a bilingual-bicultural education program indicates that significant progress was made in enabling all students to function equally well in both Spanish and English, in providing basic coping skills, and in developing the basis for a pluralistic society. The program included 210 kindergarten and first-grade children consisting of equal numbers of Anglo and Mexican-American children. A bilingual testing instrument was developed in English and in Spanish to assess progress. Five instructional objectives measured indicated that growth was greater for Spanish-surnamed in all categories. Recommendations suggested in-service training for teachers in teaching Spanish concepts in Spanish, hiring a Spanish model resource teacher, review of art work for the portion of the test matching men and animals to environments and review of performance objectives. A copy of the test is included in the appendix. (DJ)

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FINAL EVALUATION REPORT

AREA III VALLEY INTERCULTURAL REPORT

TITLE VII, ESEA

PLACER COUNTY OFFICE OF EDUCATION

Auburn, California

Director: Armando Ayala

Current Evaluator: John Vatsula

September 15, 1971

Project Number OE 7-380

F I N D I N G S

The Area III Valley Intercultural Program is a bilingual-bicultural educational program, Title VII, ESEA, sponsored by Placer County Office of Education and including 210 kinder; arten and first grade children in Winters, Esparto, Roseville, West Sacramento, North Sacramento, and Elk Grove, California.

The goals of the Area III Valley Intercultural Program are:

(1) to enable all students to function equally well in both Spanish and English; (2) to provide basic coping skills; and, (3) to develop the basis for a pluralistic society. Classes in the project are made up of equal numbers of Anglo and Mexican American children from the target area.

As part of the evaluation of the Instructional Component, a bilingual testing instrument, the DVR Bilingual Test, was developed in English and in Spanish to assess the progress toward achieving the performance objectives of VIP in the Language Arts and Social Studies area at the kindergarten and first grade levels. The limitation of this instrument is that it was designed specifically to evaluate the performance objectives of the Area III Valley Intercultural Program.

Data from the DVR Bilingual Test indicate that between February 5 and May 21 of 1971, significant progress toward achieving the Area III Valley Intercultural Program performance objectives was affected in the Language Arts and Social Studies areas for the entire program. The objectives in the instructional component were evaluated according to the following six categories:

Language Arts Dominant Language Non-Verbal: Achievement of this category was very high for both Spanish-surnamed and Other Surnamed at the mid-test. The post test indicates near perfection.

Language Arts Dominant Language Verbal: Data in this category indicate a greater proficiency (82% vs. 73%) on the part of the Other Surnamed, however, the Spanish-surnamed show greater growth (16% vs. 11%).

Language Arts Second Language Non-Verbal: Even though the achievement level of the Spanish-surnamed was more than twice that of the Other Surnamed (86% vs. 39%), data indicate a greater gain by the latter (20% vs. 9%).

Language Arts Second Language Verbal: Proficiency of the Spanish-surnamed is almost two and one half times that of the Other Surnamed in this category. Each group reflected a gain of more than 20%.

Social Studies Dominant Language Non-Verbal: Relatively equivalent proficiency is reflected by both groups. Growth for the Spanish-surnamed is significantly greater than that for the Other Surnamed. The latter regressed less than one percent.

RECOMMENDATIONS

Based on the results of the DVR Bilingual Test, the following recommendations have been submitted to the program director and his staff:

(1) In the area of Language Arts Second Language Verbal, even though a significant amount of growth is reflected by the data for the Other-Surnamed, over all achievement is low. Review the materials and methods presently utilized for teaching Spanish and concepts in Spanish. In-service programs for teachers could be designed to improve this portion of the instructional program. Workshops should include methods for instructional modification to afford opportunities for each child to speak in the second language on a regular basis in addition to listening and understanding. Teachers should be trained to recognize the difference between reluctance and inability to respond on the part of a child.

(2) The hiring of a Spanish model resource teacher capable of spending time in half-day blocks in each classroom modeling lessons and planning subsequent lessons with the teachers would provide strength in this important component of the bilingual program. Particular attention should be given to proper sequence of development and reinforcement of second language acquisition.

(3) Data for several items in the Social Studies Non-Verbal portion of the test dealing with the matching of men and animals to different environments indicate regression. Review the art work for these items. Determine whether the students were guessing in a forced choice situation. Resource teachers should assist classroom teachers in developing lessons oriented to the program's unique performance objectives in the Social Studies Areas. An eclectic approach to materials available could be used.

(4) Performance objectives should be reviewed by the Valley Intercultural Program staff and teachers to determine on the basis of the data available, whether modifications are necessary. Questions to consider could be, "Are the test items valid?", "Are the objectives realistic in scope for the grade levels involved?"

APPENDIX A
THE DVR BILINGUAL TEST

APPENDIX A

THE DVR BILINGUAL TEST

- 7.1. GROUP. (Materials needed: Chart of "Goldilocks and the Three Bears").
- 7.1. TELL THE STORY OF "GOLDILOCKS AND THE THREE BEARS", FIRST IN ENGLISH AND THEN IN SPANISH.
- 7.1. INDIVIDUAL TEST. (Materials needed: 6 pictures of story of "Goldilocks and the Three Bears", child's field trip picture, score sheet, knowledge of child's dominant language).
- 7.1. EXPLAIN TO THE CHILD THAT THE FIRST PART OF THE TEST WILL BE IN HIS SECOND LANGUAGE (Items 1 through 10). RECORD HIS DOMINANT LANGUAGE ON THE SCORE SHEET.
- 7.1. TELL THE CHILD:
- 7.2 1. What is your name?
¿Cómo te llamas?
- 7.2 2. How old are you?
¿Cuántos años tienes?
- 7.2 3. Where do you live?
¿Dónde vives?
- 7.2 4. What school is this?
¿Cómo se llama esta escuela?
- 7.1 5. Would you please take three pictures from there. (Point to stack of pictures of Goldilocks).
Dame 3 retratos de allí, por favor.
- 7.1. Give them to me, please. (Place them in front of child).
Dámelos.
- 7.1. Tell me what they are.
Dime que son.
- 7.1. Stand up.
Levántate. (Párate).
- 7.1. Put them over there. (Point to the stack of pictures).
Ponlos allá.
- 7.1. Sit down.
Siéntate.
- 7.1. EXPLAIN TO THE CHILD THAT THE REST OF THE TEST WILL BE IN HIS DOMINANT LANGUAGE.
- 5.1 11. (Take the other 3 pictures from the stack of Goldilocks and the Three Bears and arrange them in front of the child).
Tell me what they are. (Cuenta si should respond from left to right).
Dime que son.
- 4.5 12. (Point to each picture.)
What's happening?
¿Qué está pasando?
- 4.3 13. What do you think happened to Goldilocks after she ran away?
¿Qué crees que le pasó a la niña cuando salió corriendo?
(Put the pictures away).

- 4.1 14. Would you please name the days of the week.
Dime los días de la semana.
- 3.1 15. Take the picture of your field trip and put it in front of you.
Toma la pintura de tu paseo y ponla en frente de tí.
- 4.2 16. I see you made a beautiful picture of your field trip. Tell me some different things that are in your picture.
4.6 17. Ya veo que hiciste una pintura muy bonita de tu paseo. Dime que son unas de las cosas que hay en la pintura.
- (At least 3 responses should be third person, present tense).
- 4.6 19. What did you do on your field trip?
4.7 20. ¿Qué hiciste en este paseo?
21. 22. (At least 3 responses should be first person, past tense and sequentially ordered).
(Put field trip picture away).
- Say this sentence: "Duermi a casita."
- (Ask the child):
Why didn't you do what I just asked you to do?
¿Por qué no hiciste lo que te dije que hicieras?
- .16 23. .16 24. What would you need to know to understand?
¿Qué tienes que saber para entender?
- .16 25. Gesture the child to stand-up. (Child should stand-up).
.16 26. What did I ask you to do?
¿Qué te dije?
- .15 27. Gesture for child to sit down and be quiet. (Child should sit down and be quiet).
.16 28. .17 29. What did I ask you to do?
¿Qué te dije que hicieras?
.15 30. Without speaking, tell me that you have a stomach-ache.
Sin hablar, dime que te duele el estomago.
.17 31. Now tell me.
Ahora dime.
(Give the child a crayola).
(Tell the child):
Write your name on this paper (back of score sheet).
Pon tu nombre en esta página.
- 6.1 34. Put a line under your name (underline your name).
Pon una linea debajo de tu nombre.
- 6.2 35. Make a square.
Has un cuadro.
6.2 36. Make a circle.
Has un circulo.
(una rueda).

- 6.2 37. Make a triangle.
Has un triángulo.
(Show child the first picture of picture
package).
- 5.2 38. Point to the two pictures that are the
same.
Apunta (enseñame) a los dos retratos que
son iguales.
- 5.2 39. Point to the two pictures that are the
same.
Apunta (enseñame) a los dos retratos que
son iguales.
- 5.2 40. Point to the two pictures that are the
same.
Apunta (enseñame) a los dos retratos que
son iguales.
- 5.2 41. Point to the two pictures that are the
same.
Apunta a los dos retratos que son igual-
les.
- 5.3 42. Point to the two pictures that start with
the same sound.
Apunta (enseñame) a los dos retratos que
se pronuncian lo mismo al empezar.
- 1.2 43. Point to the picture that answers this
riddle:
Apunta al retrato que contesta esta adi-
vinanza:
- I have a face.
Tengo cara.
I say, "Tick, tock."
Digo, "Tick, tock."
But, I have no mouth!
Pero, no tengo boca!
Who am I?
¿Quién soy?
- .14 44. Point to the picture that makes this
sound, "Meow, meow."
Apunta al retrato que hace este sonido,
"Meow, meow."
- .14 45. Point to the picture that makes this
sound, "Bow, wow."
Apunta al retrato que hace este sonido,
"Box, wow."
- .14 46. Point to the picture that makes this
sound, "Dunami a cashah."
Apunta al retrato que hace este sonido,
"Dunami a cashah."
- .3 47. Point to the one that depends on his
mother the longest.
Apunta al retrato que depende más tiempo
de su mama.
- .5 48. Point to the animal that is not like
the others.
Apunta al animal que no es igual a los
otros.

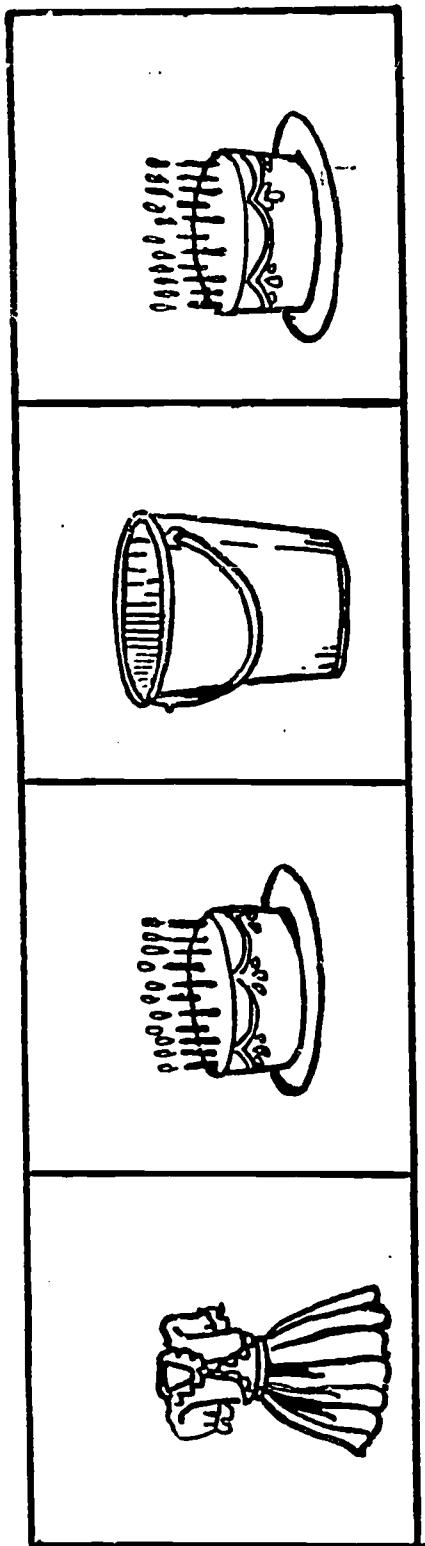
- .5 49. Point to the animal that is not like the others.
Apunta al animal que no es igual a los otros. .12 59. Repeat # 62.
- .1 50. Point to three human beings in the picture.
Enseñame en estos retratos tres humanos. .12 61. Repeat # 62.
- .2
.6
- .10 51. Point to the one that came first.
¿Cuál vino a este país primero? .12 63. Repeat # 62.
- .10 52. Point to the one that came next.
¿Cuál vino después? .12 64. Repeat # 61.
- .10 53. Point to the one that came next.
¿Cuál vino después? .12 65. Repeat # 62.
- .8 54. Look at the men at the top of the page.
Point to the man that you think lives in the box. .12 66. Name three things that man can do and animals cannot. .6 67. Dime tres cosas que el hombre hace que el animal no puede hacer.
- .9
- .12 55. Look at the animals at the bottom of the page. Point to the animal that you think lives in the place in the box.
¿Ves los animales que están arriba de la página? Apunta al animal que tú crees que vive en este lugar. .12 69. Can you name 4 things the world is made of?
¿Me puedes decir que son cuatro cosas de lo que el mundo está hecho?
- .8 56. Repeat # 61.
.9
- .12 57. Repeat # 62.
- .8 58. Repeat # 61.

DVR SCORE SHEET

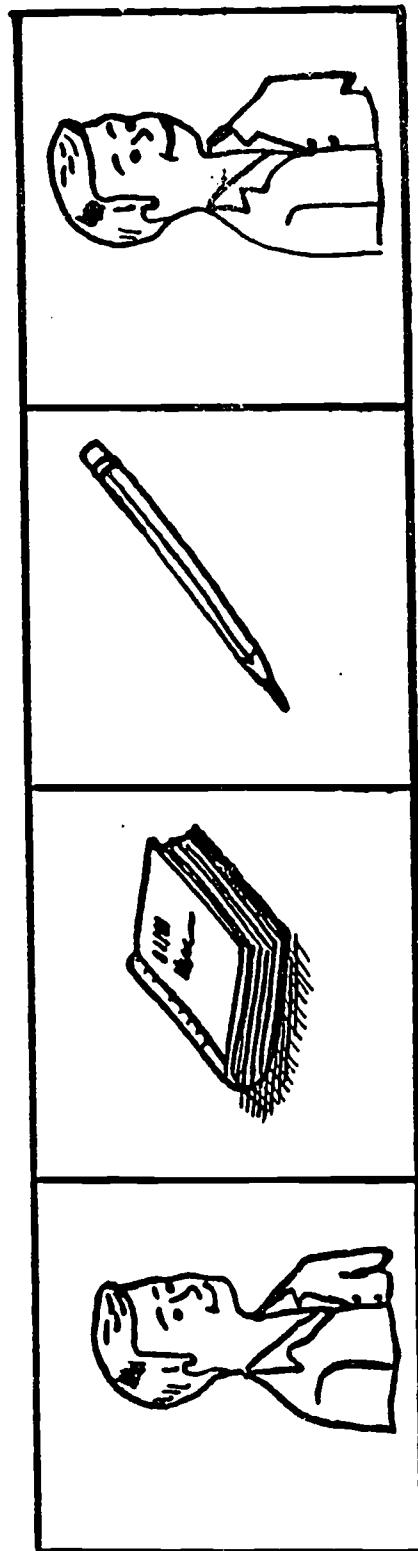
NAME OF CHILD	
GRADE	TEACHER
SCHOOL	
DATE	DOMINANT LANGUAGE
TOTAL SCORE	

INSTRUCTIONS: Circle response. 1 = Correct,
0 = Incorrect, X = No Response.

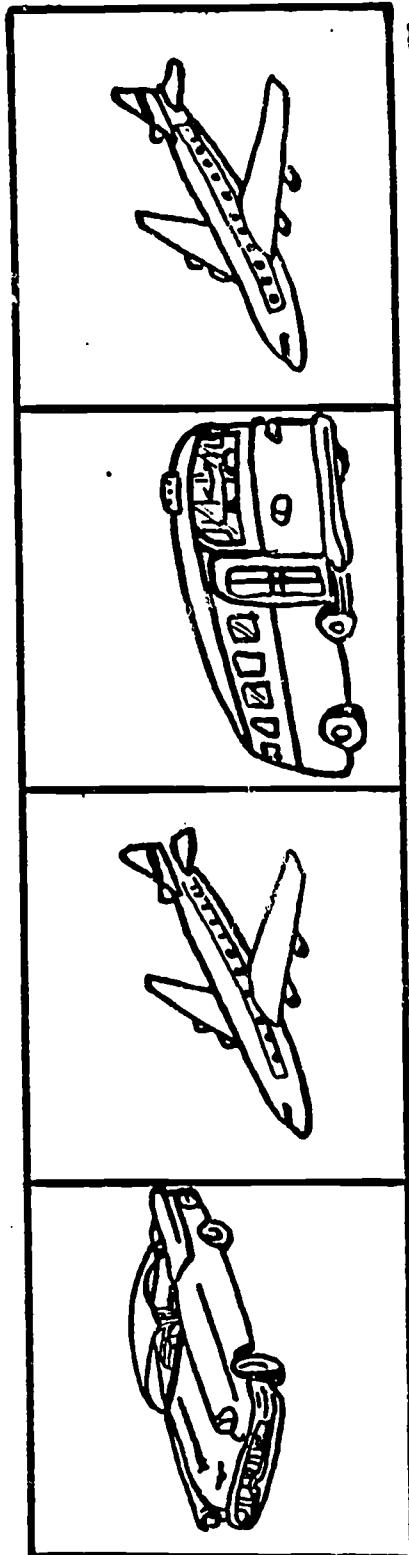
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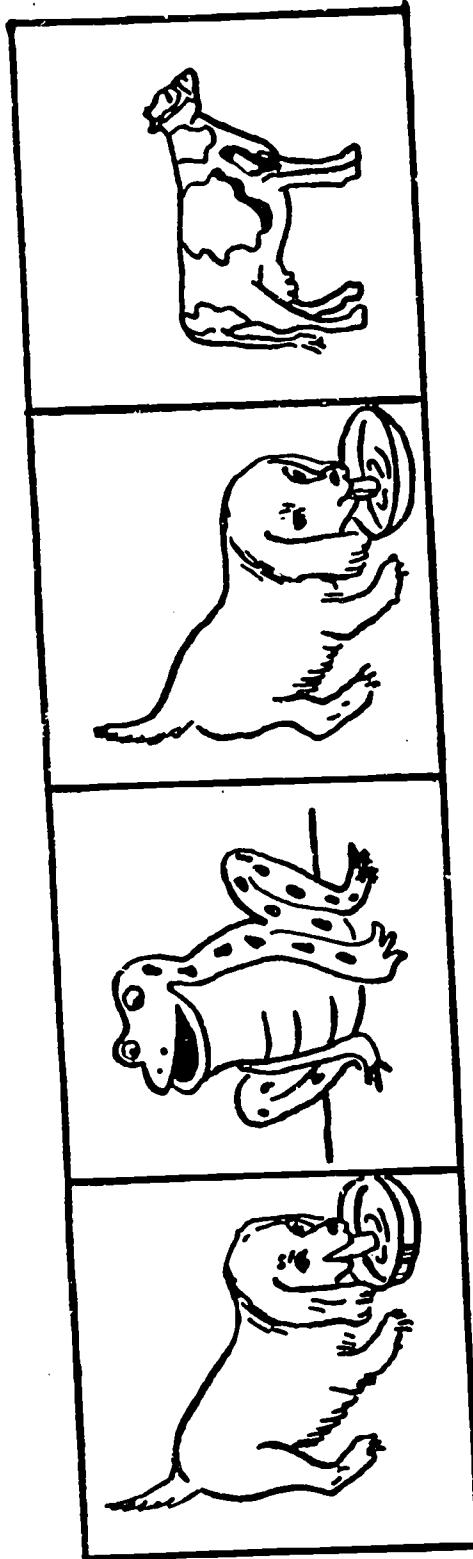
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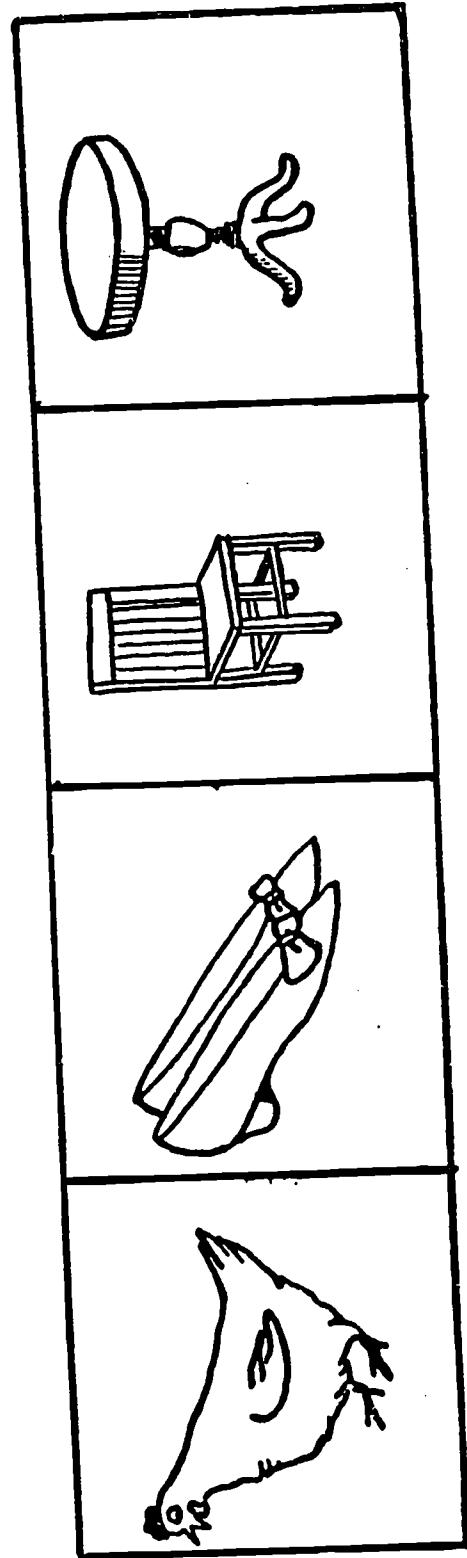
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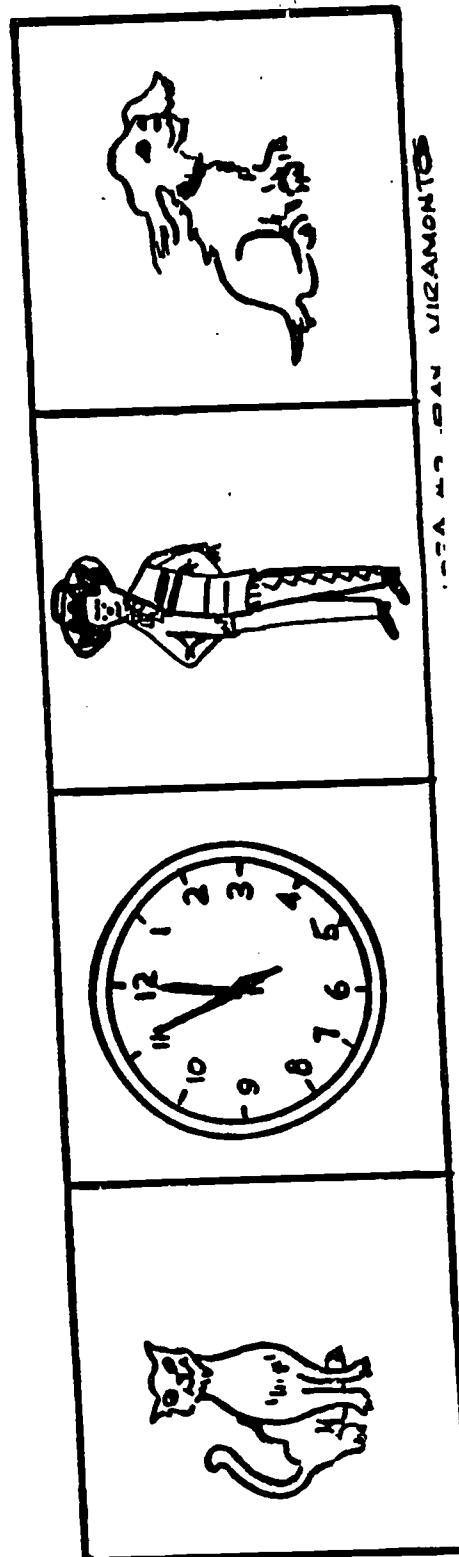
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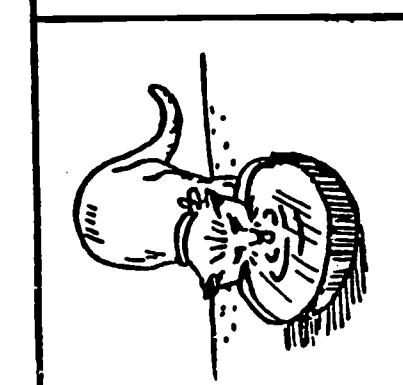
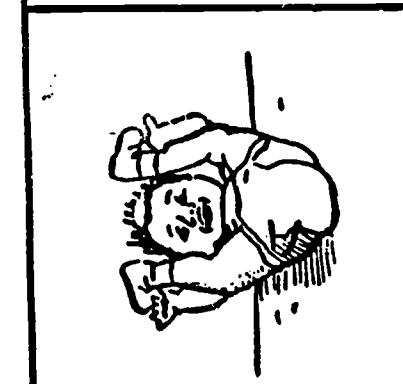
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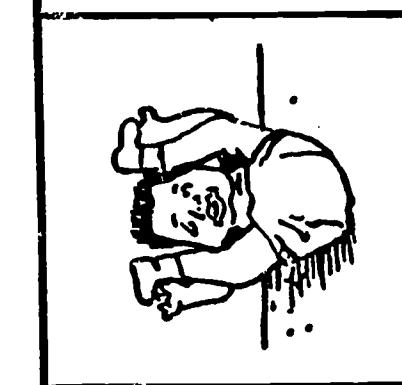
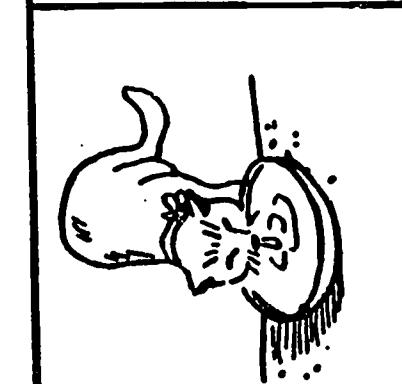
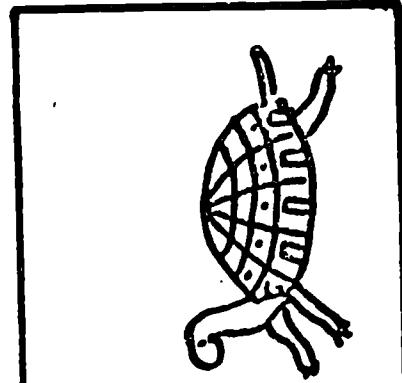
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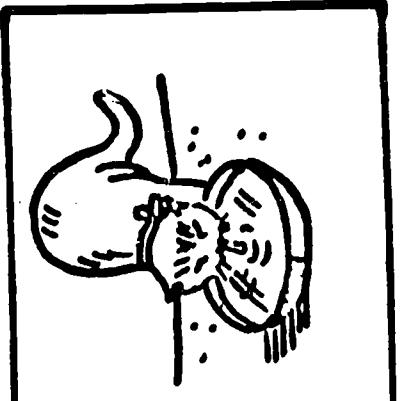
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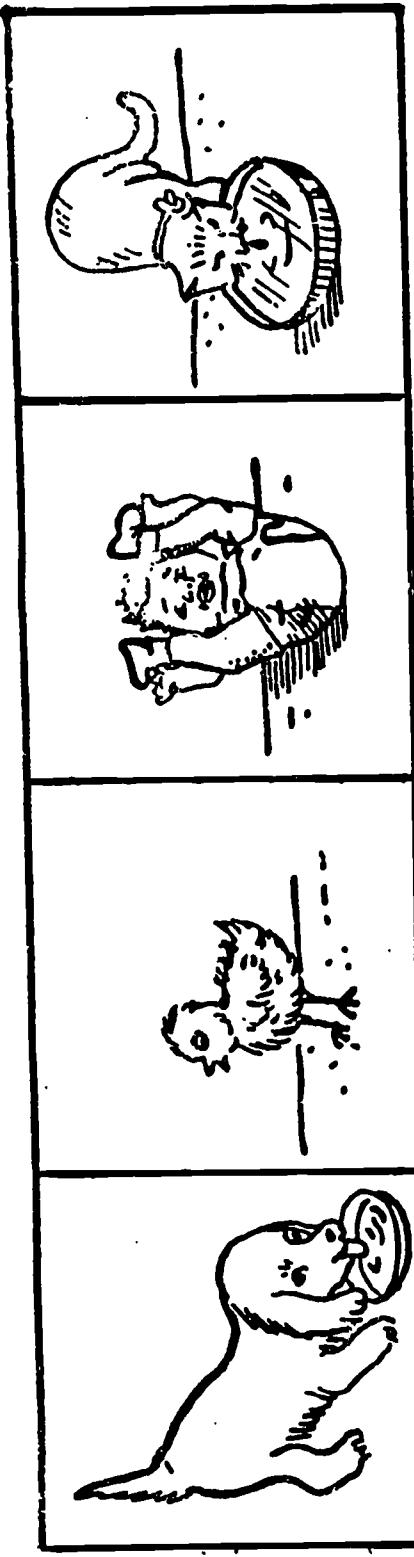
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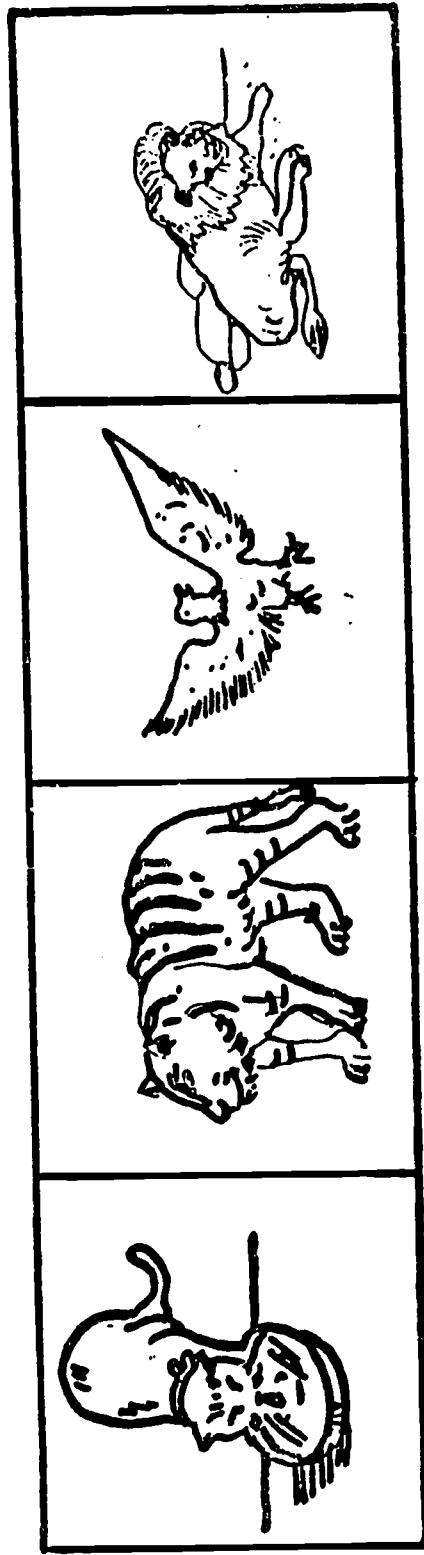
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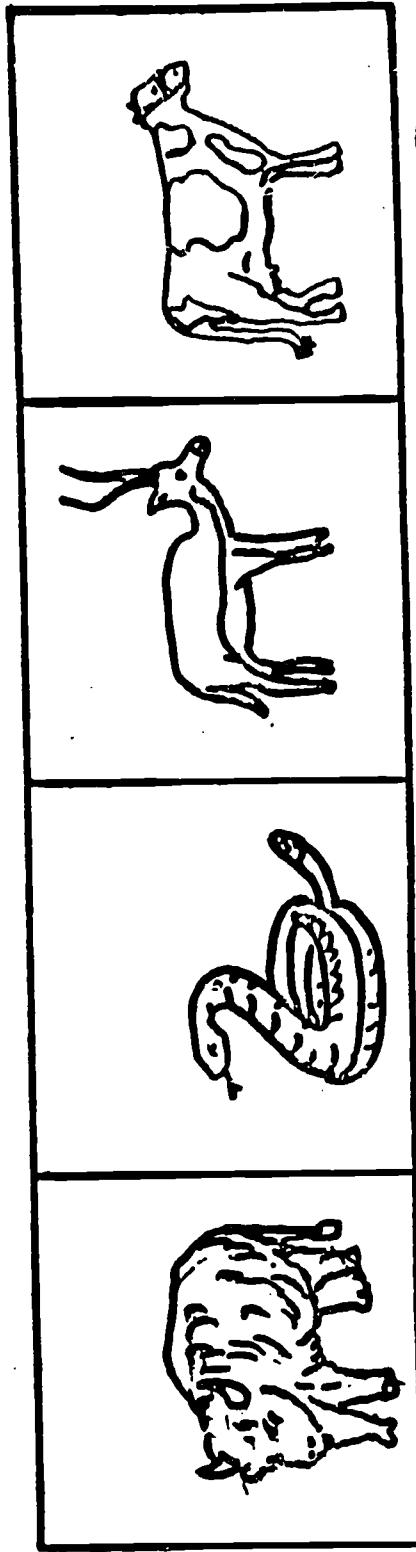
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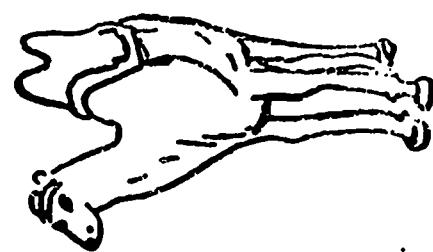
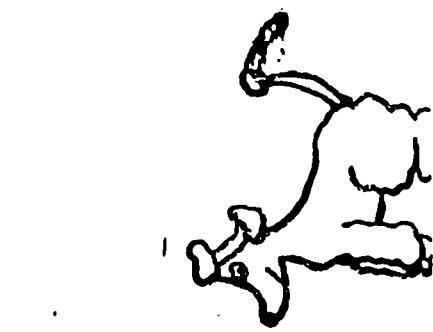
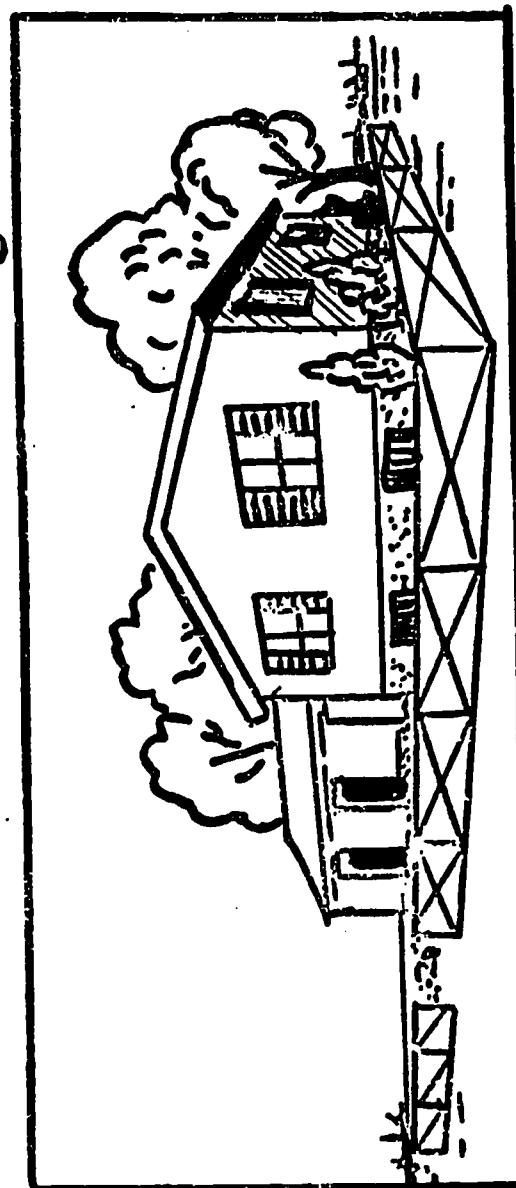
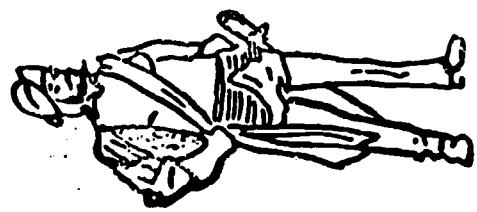
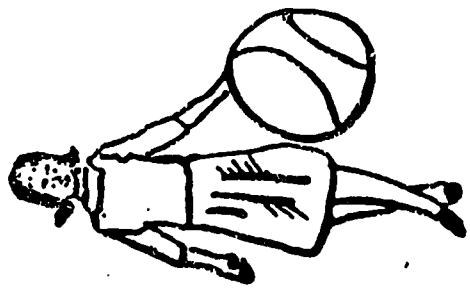
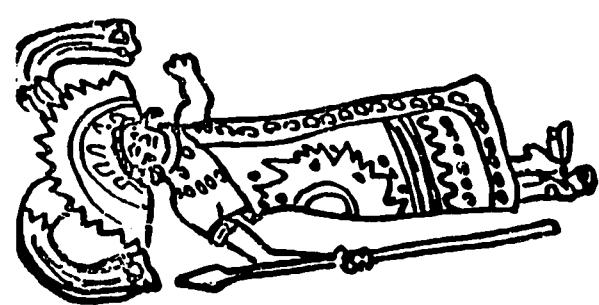
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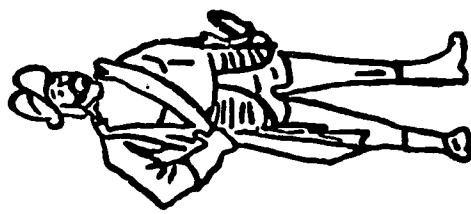
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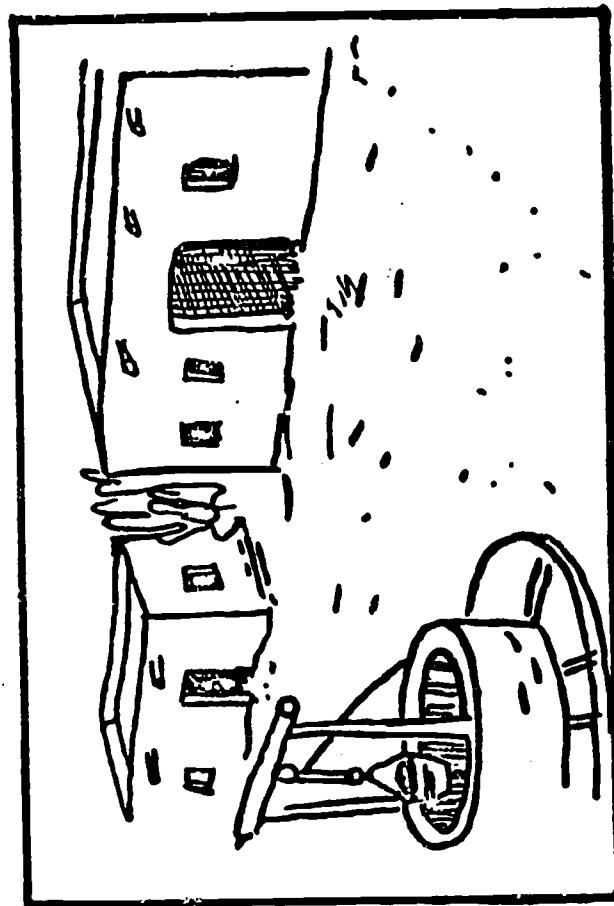
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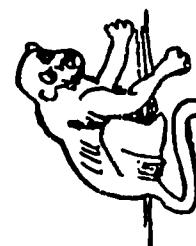
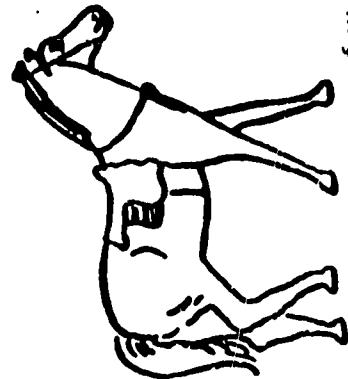


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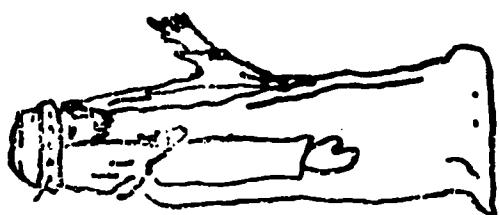
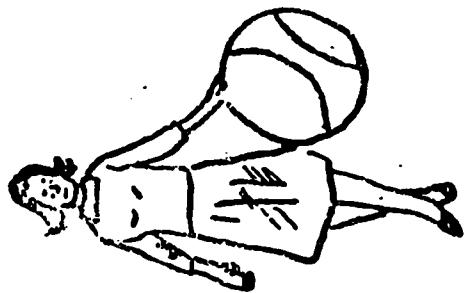
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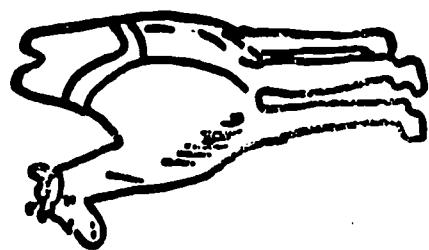


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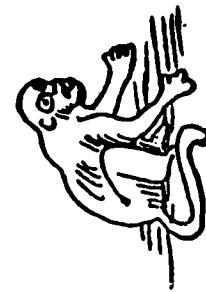
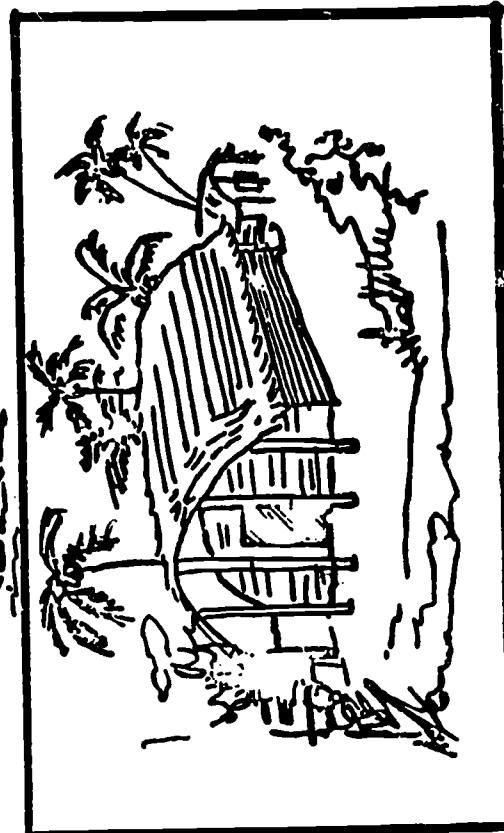
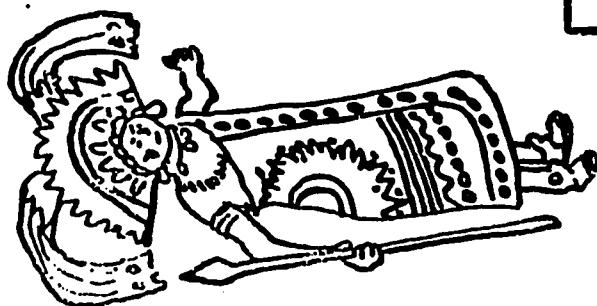
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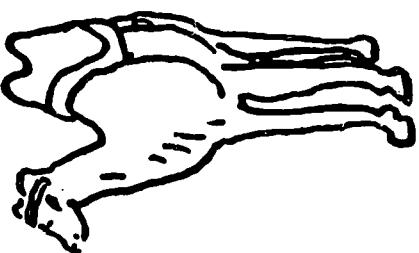
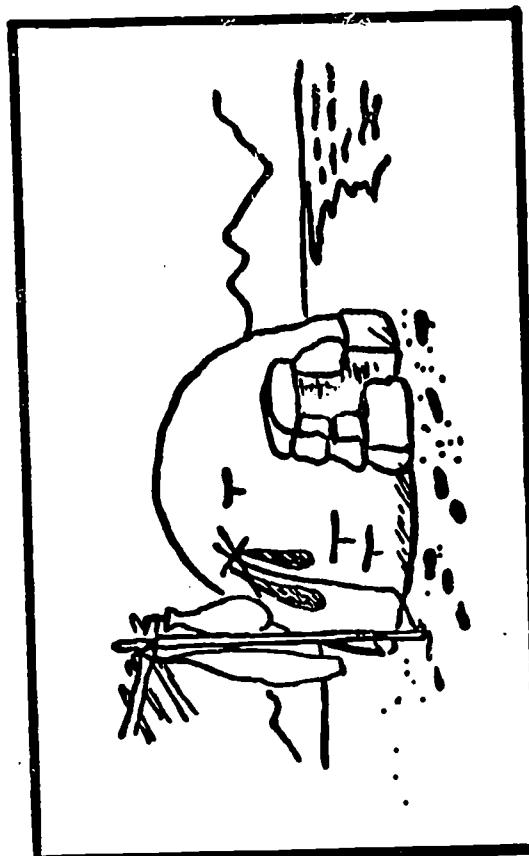
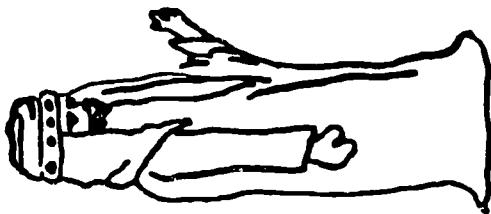
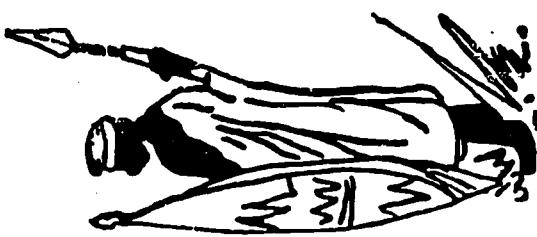
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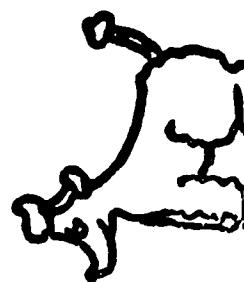
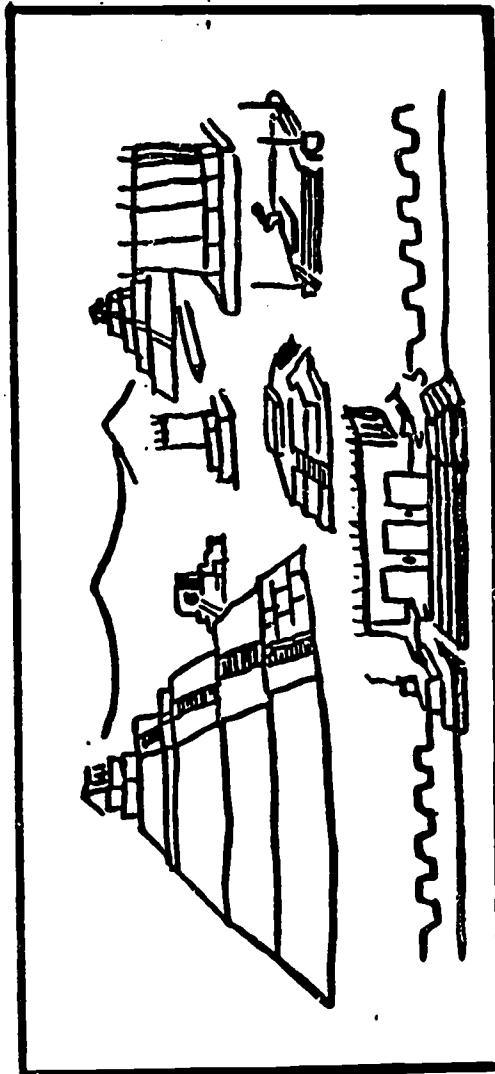
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APPENDIX B
SAMPLES OF CLASS DATA SHEETS
USED TO RECORD RESULTS BASED ON
THE DVR BILINGUAL TEST

22

DVR BILINGUAL TEST			
LANGUAGE ARTS-Non-Verbal		SCHOOL:	
TEST ITEM		SECOND LANGUAGE	
PERFORMANCE OBJECTIVES			
	3.1	15	
	6.3	33	
	6.1	34	
	6.2	35	
	6.2	36	
	6.2	37	
	5.2	38	
	5.2	39	
	5.2	40	
	5.2	41	
	TOTALS		
		7.1	5
		7.1	6
		7.1	8
		7.1	9
		7.1	10
	TOTALS		
Tot. Sp. Sur.			
% Sp. Sur.			
Tot. Other			
% Other			
Tot. Ach.			
Tot. % Ach.			

DVR BILINGUAL TEST						
LANGUAGE ARTS-Verbal					SCHOOL:	
TEST ITEM	DOMINANT LANGUAGE				SECOND LANGUAGE	
	5.1	3.3	11		TOTAL	
	4.5	12			7.2	1
	4.3	13			7.2	2
	4.1	14			7.2	3
	4.2	4.6	16		7.2	4
	4.2	4.6	17		7.1	7.3
	4.2	4.6	18			TOTAL
	4.6	4.7	19			
	4.6	4.7	20			
	4.6	4.7	21			
	4.6	4.7	22			
	5.3	42				
	1.2	43				
Tot. Sp. S.						
% Sp. Sur.						
Tot. Other						
% Other						
Tot. Ach.						
Tot. % Ach.						

DVR BILINGUAL TEST		SCHOOL:	
SOCIAL STUDIES-DOMINANT LANGUAGE-NON-VERBAL			
TEST ITEM			
PERFORM- ANCE OBJECTIVES	.16 .16 .16 .16 .17 .17 .14 .14 .14 .14 .3 .5 .5 .1 .2 .6 .10 .10 .10 .8 .9 .9 Tot. Sp. S.	25 27 28 31 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 60 61 62 63 64 65	
			TOTAL
% Sp. Sur.			
Tot. Other			
% Other			
Tot. Ach.			
Tot. % Ach.			

DVR BILINGUAL TEST		SCHOOL:	
SOCIAL STUDIES-DOMINANT LANGUAGE-VERBAL			
TEST	ITEM		
PERFORMANCE OBJECTIVES		.16	.23
		.16	24
		.15	26
		.15	29
		.15	30
		.17	32
		.2	.6
		.2	.6
		.2	.6
		.7	69
		.7	70
		.7	71
		.7	72
			TOTAL
Tot. Sp. Sur.			
% Sp. Sur.			
Tot. Other			
% Other			
Tot. Ach.			
Tot. % Ach.			

APPENDIX C

SAMPLE OF DATA SHEET FOR ENTIRE AREA III VIP BY SCHOOL

USED TO RECORD RESULTS BASED ON

THE DVR BILINGUAL TEST

APPENDIX D

CHART SHOWING PERCENT ACHIEVEMENT OR REGRESSION OF
PERFORMANCE OBJECTIVES OF AREA III VIP
BY INDIVIDUAL PERFORMANCE OBJECTIVE AND TEST ITEM NUMBER
BASED ON RESULTS OF
THE DVR BILINGUAL TEST

**PERCENTAGES OF STUDENTS ACHIEVING
INSTRUCTIONAL BEHAVIORAL OBJECTIVES
BASED ON THE RESULTS FROM THE DVR BILINGUAL TEST**

No. of Objective	% of Objectives Achieved By Students With Spanish Surnames Mid Post (+) (-)	% of Objectives Achieved By Students With Other Surnames Mid Post (+) (-)			% of Objectives Achieved By Total Students Mid Post (+) (-)		
		Mid	Post	(+)	(-)	Mid	Post
Language Arts Dominant Language Nonverbal	10 89.74 95.41 5.67	93.73	98.01	4.28	91.74	96.71	4.97
Language Arts Dominant Language Verbal	17 57.18 73.16 15.98	70.17	81.68	11.51	63.67	77.42	13.75
Language Arts Second Language Nonverbal	5 76.68 85.96 9.28	18.68	38.70	20.02	47.68	62.33	14.65
Language Arts Second Language Verbal	5 59.98 81.98 21.50	11.02	34.42	23.40	35.50	57.95	22.45

Number of Schools: 6
 Number of Classes: 7
 Mid-test Date: February 5, 1971
 Post-test Date: May 21, 1971

**PERCENTAGES OF STUDENTS ACHIEVING
INSTRUCTIONAL BEHAVIORAL OBJECTIVES
BASED ON THE RESULTS FROM THE DVR BILINGUAL TEST**

No. of Objective	% of Objectives Achieved By Students With Spanish Surnames			% of Objectives Achieved By Students With Other Surnames			% of Objectives Achieved By Total Students			
	Mid Post	(+)	(-)	Mid Post	(+)	(-)	Total	Mid Post	(+)	(-)
Social Studies	27	55.07	67.01	11.94	65.78	73.33	7.55	60.42	70.17	9.75
Dominant Language Nonverbal										
Social Studies Dominant Language Verbal	20	47.81	52.57	4.76	58.20	57.55	-.65	53.00	55.06	2.06

Number of Schools: 6

Number of Classes: 7

Mid-test Date: February 5, 1971

Post-test Date: May 21, 1971

APPENDIX E
CHART SHOWING PERCENT ACHIEVEMENT OR REGRESSION OF
PERFORMANCE OBJECTIVES OF AREA III VIP
BY CATEGORY BASED ON RESULTS OF
THE DVR BILINGUAL TEST

**PERCENTAGES OF STUDENTS ACHIEVING
LANGUAGE ARTS - DOMINANT LANGUAGE OBJECTIVES
BASED ON THE RESULTS FROM THE DVR BILINGUAL TEST**

No. of Objective in VIP	DVR Test Item Number	% Achieved				% Achieved				% Achieved			
		Spanish Surname		Other Surname		Mid		Post		Mid		Post	
		Mid	Post	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)
*3.1	15	89.85	93.28	3.43	95.28	98.71	3.43	92.56	95.99	3.43	95.99	95.99	3.43
3.2	43	64.14	73.28	9.14	85.57	93.28	7.71	74.85	83.42	8.57	83.42	83.42	8.57
3.3	11	78.00	85.14	7.14	78.85	91.85	23.00	78.42	89.14	10.72	89.14	89.14	10.72
4.1	14	27.42	55.00	27.58	36.85	72.57	35.72	32.13	63.42	31.29	63.42	63.42	31.29
4.2	16	58.71	70.71	12.00	80.57	80.71	14	69.64	76.14	6.50	76.14	76.14	6.50
4.2	17	50.42	69.71	19.29	68.42	74.42	6.00	59.42	72.57	13.15	72.57	72.57	13.15
4.2	18	41.42	63.57	22.15	55.57	72.57	17.00	48.49	68.57	20.08	68.57	68.57	20.08
4.3	13	77.28	90.71	13.43	90.85	96.14	5.29	84.06	93.57	9.51	93.57	93.57	9.51
4.5	12	83.28	98.85	15.57	90.71	98.85	8.14	86.99	98.85	11.86	98.85	98.85	11.86
4.6	19	73.85	85.14	11.29	86.71	85.42	-1.29	80.28	85.14	4.86	85.14	85.14	4.86
4.7	19	73.85	85.14	11.29	86.71	85.42	-1.29	80.28	85.14	4.86	85.14	85.14	4.86
4.7	20	70.14	83.85	13.71	82.28	84.14	1.86	76.21	83.85	7.64	83.85	83.85	7.64
4.7	21	50.42	73.42	23.00	65.85	80.71	14.86	58.13	77.57	19.44	77.57	77.57	19.44
4.7	22	54.00	83.57	29.57	71.28	88.71	17.43	62.64	86.28	23.64	86.28	86.28	23.64
5.1	11	78.00	85.14	7.14	78.85	91.85	13.00	78.42	89.14	10.72	89.14	89.14	10.72
*5.2	38	99.57	100.00	.43	98.85	100.00	1.15	99.21	100.00	.79	100.00	100.00	.79
*5.2	39	100.00	100.00	0	100.00	100.00	0	100.00	100.00	0	100.00	100.00	0
*5.2	40	97.57	98.14	.57	98.85	99.14	.29	98.21	98.64	.43	98.64	98.64	.43
*5.2	41	99.14	100.00	.86	97.71	100.00	2.29	98.42	100.00	1.58	100.00	100.00	1.58
5.3	42	13.28	18.14	4.86	18.71	42.47	23.86	15.99	33.71	17.72	33.71	33.71	17.72
*6.1	34	79.42	95.28	15.86	90.85	96.00	5.15	85.13	95.64	10.51	95.64	95.64	10.51
*6.2	36	91.00	100.00	9.00	96.71	100.00	3.29	93.85	100.00	6.15	100.00	100.00	6.15
*6.2	37	73.00	87.14	14.14	82.85	90.85	8.00	77.92	88.99	11.07	88.99	88.99	11.07
*6.2	35	93.00	94.14	1.14	96.71	100.00	3.29	94.85	97.07	2.22	97.07	97.07	2.22
*6.3	33	74.85	86.14	11.29	81.42	95.42	14.00	78.13	90.78	12.65	90.78	90.78	12.65

* Non-Verbal Response

**PERCENTAGES OF STUDENTS ACHIEVING
LANGUAGE ARTS - SECOND LANGUAGE OBJECTIVES
BASED ON THE RESULTS FROM THE DVR BILINGUAL TEST**

No. of Objective in VIP	DVR Test Item Number	% Achieved			% Achieved			% Achieved			% Achieved		
		Mid	Post	(+)	(-)	Mid	Post	(+)	(-)	Mid	Post	(+)	(-)
*7.1	8	93.00	96.42	3.42	57.85	82.28	24.43	75.42	89.35	13.93			
*7.1	10	93.00	100.00	7.00	57.85	100.00	42.15	75.42	100.00	24.58			
*7.1	5	70.14	76.00	5.86	6.57	6.57	0	38.35	41.28	2.93			
*7.1	6	73.42	76.85	3.43	6.14	3.42	-2.72	39.64	40.73	.49			
*7.1	9	70.14	80.57	10.43	4.14	3.42	-.72	37.74	41.99	4.85			
7.2	1	83.28	93.85	10.57	44.71	72.85	28.14	63.99	83.35	19.36			
7.2	2	63.00	89.00	26.00	7.28	57.28	50.00	35.74	73.74	38.00			
7.2	3	46.57	78.74	31.57	1.14	19.71	18.57	23.85	48.92	25.07			
7.2	4	48.42	71.42	23.00	0	14.85	14.85	24.21	43.13	18.92			
7.3	7	58.42	75.00	16.58	2.00	7.42	5.42	30.21	41.21	11.00			

* Non-Verbal Response

PERCENTAGES OF STUDENTS ACHIEVING
SOCIAL STUDIES OBJECTIVES
BASED ON THE RESULTS OF THE DVR BILINGUAL TEST

No. of Objective in VIP	DVR Test Item Number	% Achieved Spanish Surname				% Achieved Other Surname				% Achieved Total			
		Mid	Post	(+)	(-)	Mid	Post	(+)	(-)	Mid	Post	(+)	(-)
*.1	50	90.14	96.85	6.71	97.71	100.00	2.29	93.92	98.42	4.50			
*.2	50	90.14	96.85	6.71	97.71	100.00	2.29	93.92	98.42	4.50			
*.2	66	46.42	55.14	8.72	70.57	81.28	10.71	58.49	68.21	9.72			
*.2	67	17.57	49.00	31.43	34.85	52.14	17.29	26.21	50.57	24.36			
*.2	68	11.00	14.57	3.57	12.14	15.42	3.28	11.57	14.99	3.42			
*.3	47	58.42	73.28	14.86	55.28	77.85	22.57	56.85	75.56	18.71			
*.4	66	46.42	55.14	8.72	70.57	81.28	10.71	58.49	68.21	9.72			
*.4	67	17.57	49.00	31.43	34.85	52.14	17.29	26.21	50.57	24.36			
*.4	68	11.00	14.57	3.57	12.14	15.42	3.28	11.57	14.99	3.42			
*.5	48	30.42	42.28	11.86	78.00	66.28	-11.72	54.21	54.28	.07			
*.5	49	53.42	71.42	18.00	73.85	80.14	6.29	63.63	75.78	12.15			
*.6	66	46.42	55.14	8.72	70.57	81.28	10.71	58.49	68.21	9.72			
*.6	67	17.57	49.00	31.43	34.85	52.14	17.29	26.21	50.57	24.36			
*.6	68	11.00	14.57	3.57	12.14	15.42	3.28	11.57	14.99	3.42			
*.7	69	42.85	62.28	19.43	66.71	67.85	1.14	54.78	65.06	10.28			
*.7	70	22.14	31.85	9.71	35.57	35.42	-.15	28.85	33.63	4.78			
*.7	71	10.14	11.28	1.14	15.71	10.00	-5.71	12.92	10.64	-2.28			
*.7	72	9.00	4.28	-4.72	12.28	5.85	-6.43	10.64	5.06	-5.58			
*.9	54	27.59	82.85	55.26	59.14	91.85	32.71	43.35	87.35	44.00			
*.9	56	51.85	21.14	-30.71	73.71	22.00	-51.71	62.78	21.57	-41.21			
*.9	58	43.57	68.42	24.85	52.71	84.57	31.86	48.14	76.49	-28.35			
*.9	60	55.85	45.00	-10.85	69.00	55.85	-13.15	62.42	50.42	-12.00			
*.9	62	51.14	66.71	15.57	60.14	83.28	23.14	55.64	74.99	19.35			
*.9	64	68.85	64.14	-4.71	82.28	80.71	-1.57	75.56	72.32	-3.14			

* Non-Verbal Response

**PERCENTAGES OF STUDENTS ACHIEVING
SOCIAL STUDIES OBJECTIVES
BASED ON THE RESULTS OF THE DVR BILINGUAL TEST**

No. of Objective in VIP	DVR Test Item Number	% Achieved Spanish Surname						% Achieved Other Surname						% Achieved Total			
		Mid Post		Mid (-)		Post (-)		Mid Post		Mid (-)		Post (-)		Mid Post		Mid (-)	
		Mid	Post	(+)	(-)	Mid	Post	(+)	(-)	Mid	Post	(+)	(-)	Mid	Post	(+)	(-)
*.10	51	50.42	61.57	11.15	41.85	48.28	6.43	46.13	54.94	8.79							
*.10	52	26.00	42.28	16.28	24.00	34.42	10.42	25.00	38.35	13.35							
*.10	53	24.00	39.71	15.71	25.00	36.42	11.42	24.50	38.06	13.56							
*.12	55	56.42	76.57	20.75	59.00	90.85	31.85	57.71	83.71	26.00							
*.12	57	63.00	51.00	-12.00	66.42	49.28	-17.14	66.71	50.14	-14.57							
*.12	59	37.00	70.14	33.14	43.14	85.71	42.57	40.07	77.92	37.85							
*.12	61	46.71	43.85	-2.86	66.14	49.00	-17.14	56.92	46.42	-10.50							
*.12	63	38.28	62.28	24.00	37.71	77.57	39.86	37.99	69.92	31.93							
*.12	65	59.71	48.28	-11.43	80.00	57.71	-22.29	69.85	52.99	-16.86							
*.14	44	92.57	95.00	2.43	94.85	98.71	3.86	93.71	96.85	3.14							
*.14	45	84.57	95.85	11.28	92.14	96.42	4.28	88.35	96.13	7.78							
*.14	46	69.42	74.57	5.15	71.28	70.42	-86	70.35	72.49	2.74							
*.15	25	75.00	80.71	5.71	91.57	97.57	6.00	83.28	89.14	5.86							
*.15	27	91.14	98.57	7.43	96.71	100.00	3.29	93.92	99.28	16.00							
*.15	28	86.57	95.85	9.28	95.42	98.71	3.29	90.99	97.28	6.29							
*.15	26	78.42	91.00	12.58	86.71	96.42	9.71	82.56	93.71	11.15							
*.15	29	90.42	96.00	5.58	96.71	100.00	3.29	93.56	98.00	4.44							
*.15	30	73.57	95.14	21.57	93.14	100.00	6.86	83.35	97.57	14.22							
*.16a	15	89.85	93.28	3.43	95.28	98.71	3.43	92.56	95.99	3.43							
*.16b	23	29.28	55.42	26.14	44.71	66.28	21.57	36.99	60.85	23.86							
*.16c	24	13.14	39.00	25.86	29.57	40.28	10.71	21.35	39.64	18.29							
*.17a	31	46.42	74.14	27.72	54.71	73.14	18.43	50.56	73.64	23.08							
.17b	32	56.28	78.57	22.29	74.71	77.28	2.57	65.49	77.92	12.43							

* Non-Verbal Response

Table 4
Agreement among Subjects' Clusters---Total Clusters

Subject	Percentage of Matching Clusters														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	90.0 (60.0) 2.2	75.6 (75.7) 2.0	66.7 (75.7) 1.5	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
2	87.5 (86.5) 2.0	85.7 (82.1) 2.2	71.8 (71.8) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
3	87.5 (86.5) 2.2	81.8 (81.1) 2.2	72.7 (72.7) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
4	75.0 (75.0) 2.0	72.7 (72.7) 2.2	50.0 (50.0) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
5	87.5 (86.5) 2.2	81.8 (81.1) 2.2	71.8 (71.8) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
6	75.0 (75.0) 2.0	72.7 (72.7) 2.2	21.4 (21.4) 2.2	11.1 (11.1) 2.2	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0
7	75.0 (75.0) 2.2	81.8 (81.1) 2.2	72.7 (72.7) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
8	87.5 (86.5) 2.2	81.8 (81.1) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2
9	75.0 (75.0) 2.2	72.7 (72.7) 2.2	21.4 (21.4) 2.2	11.1 (11.1) 2.2	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0	25.0 (25.0) 2.0
10	87.5 (86.5) 2.2	81.8 (81.1) 2.2	72.7 (72.7) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
11	75.0 (75.0) 2.2	81.8 (81.1) 2.2	65.7 (65.7) 2.2	71.8 (71.8) 2.2	75.0 (75.0) 2.2	75.0 (75.0) 2.2	75.0 (75.0) 2.2	75.0 (75.0) 2.2	75.0 (75.0) 2.2	75.0 (75.0) 2.2	75.0 (75.0) 2.2	75.0 (75.0) 2.2	75.0 (75.0) 2.2	75.0 (75.0) 2.2	75.0 (75.0) 2.2
12	87.5 (86.5) 2.2	81.8 (81.1) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2	80.0 (80.0) 2.2
13	80.0 (80.0) 2.2	75.0 (75.0) 2.2	65.7 (65.7) 2.2	71.8 (71.8) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
14	80.0 (80.0) 2.2	75.0 (75.0) 2.2	65.7 (65.7) 2.2	71.8 (71.8) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
15	87.5 (86.5) 2.2	81.8 (81.1) 2.2	71.8 (71.8) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
16	87.5 (86.5) 2.2	81.8 (81.1) 2.2	71.8 (71.8) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
17	62.5 (62.5) 2.2	65.6 (65.6) 2.2	71.8 (71.8) 2.2	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0	50.0 (50.0) 2.0
18	100.0 (100.0) 2.2	90.0 (90.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2	100.0 (100.0) 2.2

Note--The subject's preference of matched clusters is in regular type; the counterpart's preference is in italics. The statistic shows the difference (the Subject's preference less the Counterpart's preference) in percentages. The statistic is zero if there are no matches. The statistic is negative if the Counterpart has more matches than the Subject. The statistic is positive if the Subject has more matches than the Counterpart.

Highest identification numbers and subjects with lower identification numbers (e.g., the identifier of Subject 2 vs. cluster-matched Subject 1's clusters) together with corresponding comparisons for their counterparts.

Lower identification numbers and subjects with higher numbers (e.g., the identifier of Subject 1's clusters-matched Subject 2) as well as comparisons for their counterparts.

Higher

Lower

<p

Table 5
Average and Standard Deviations Associated with Total Intensity

Subject	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	96

Table N
Attenuated Subjective Clusters-Clusters Related to Social Invisibility

Subject	1	2	3	4	5	6	7	8	Percentage of Subjective Clusters									
									12	13	14	15	16	17	18	19	20	21
1	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2	75.0	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
13	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
15	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
16	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
17	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
18	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
19	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
20	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
23	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Note: Attenuated subjective clusters are those which have been found to have significant correlations with the original subjective clusters. These correlations were determined by means of factor analysis.

For a definition of subjective clusters see Table I.